THE Teaching PROFESSOR CONFERENCE

JUNE 9-11, 2023 • NEW ORLEANS, LA

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ABOUT US

Magna Publications serves the higher education community by producing online programs, newsletters, conferences, and other products that support faculty and staff development. For over five decades, we have given thought leaders a platform to share their ideas and advice with their peers and colleagues to continually enhance teaching and learning on today's college campuses.

The Teaching Professor Conference is an annual in-person conference for teachers at colleges and universities across the country. Sessions focus on innovative pedagogy, new classroom technology tools, best practices for engaging students, and more.

For more information about Magna, our products, or our other events, visit: magnapubs.com

2023 The Teaching Professor Conference Advisory Board

We are grateful for the board's guidance as we put together Magna Publications' twentieth annual conference for educators. The advisory board assisted with the structure of the conference including track topics, conducted a blind review of all session proposals to create the conference content, and advised on many other aspects of the program. We are especially looking forward to the concurrent sessions presented by advisory board members.

Ken Alford
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Brigham Young University

Amy Mulnix
Interim Associate Secretary
Phi Beta Kappa

Jennifer Waldeck
Professor & Department Head
University of Georgia

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Associate Director
Tufts University

Madeline Craig
Associate Professor
Molloy University

LaQue Thornton Perkins
Assistant Professor
Saint Leo University

MAGNA STAFF

The Magna Publications onsite team is here to assist you throughout the conference. Please see us if we can be of service.

Laura Czerwinski
Conference & Meeting Planner

Karin Van Vorhees
Editorial Director

Deepti Bansal
Editorial Deptartment Coordinator
Not onsite, but available via email

Jon Crylen
Editor, Online Publications

Diane Heberlein
Customer Service Supervisor

Tierney King
Content Marketing Specialist

Matt Neiman
Digital Marketing Coordinator

Hunter Sauvage
Digital Product Specialist

GENERAL INFORMATION

We eagerly look forward to our higher-education conferences because of the cordial, talented, and dedicated people we meet. We are especially excited to welcome you to the Teaching Professor Conference, and look forward to seeing you at many more. We have confidence you will return to your campus with new ideas, new enthusiasm, and new professional colleagues. Let us know if there's anything we can do to improve your experience here.

Networking Opportunities

- Attend the reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- Share a meal with someone you don't know
- Attend the coffee conver-stations session
- Use the networking portion of the conference App to plan social time or connect with other attendees beyond the conference
- Tweet #TPC23

Wi-Fi

Enjoy complimentary Wi-Fi in the meeting rooms using the password: **Magna@TPC** (*case sensitive*)

Name Badges

Name badges are required for all sessions, meals, and plenary presentations. Please wear your name badge at all times. If you lose your name badge, please see a conference staff member at the registration desk for a replacement.

Photos

Magna Publications may be photographing or videotaping during the conference. Please let us know if you would not like to be photographed or videotaped.

Exhibitors

Visit the Napoleon Foyer on the 5th floor for exhibitor displays and other resources. Magna will have several booths and will be selling books onsite. For more information, hours and a listing of all exhibitors, see page 28.

Sessions

Please keep in mind that sessions are available on a first-come basis and seating may be limited. Please be prompt; some sessions will fill early. Please have your second and third choices ready. If you attend a session and realize it's not for you, please feel free to leave and join another session.

Evaluation

You will receive an electronic survey after the conference via email. Please take note of the sessions you attend and complete the survey! Your feedback helps us improve future programs.

Conference App

Download the conference app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.

- Search and download "Magna Publications Conferences" in your app store
- Under Current & Upcoming Events tap "The Teaching Professor Conference"
- Tap "Join" and use the passphrase: #TPC23$
- After the app is installed, please "Sign Up" and setup your attendee profile.

STAY CONNECTED...

facebook.com/TeachingProfessor   Linkedin.com/groups/4249252   #TPC23

GENERAL INFORMATION

Registration /Check-In

Be sure to check-in at the conference registration desk when you first arrive to pick up your name badge, meal tickets, etc.

REGISTRATION HOURS

FRIDAY
7:30–9:00 AM**
9:00 AM–4:00 PM
6:30–7:30 PM

SATURDAY
7:30 AM–3:00 PM

SUNDAY
7:30 am–12:00 pm

**Early registration for morning pre-conference participants only

Meals

Your registration includes a reception with light snacks on Friday, a continental breakfast and plated lunch on Saturday, and a continental breakfast and box lunch on Sunday. If you selected any dietary restrictions on your registration, you will be provided with special meal tickets. Make sure to present these tickets to the hotel banquest staff when you sit for lunch.

Posters

Poster presentations will be on display from 4 until 8 PM on Friday, June 9. Presenters should be stationed at their poster during the reception from 6:30 until 8 PM. Attendees are encouraged to walk through the foyer area and engage with any posters of interest. Presenters are asked to set up their displays between 3 and 4 PM.

SESSION TRACKS

The Teaching Professor Conference represents the best thinking on issues related to teaching and learning today. Our interactive 60- and 20-minute sessions engage and inform attendees in 9 topical areas, designated at the beginning of each session listing

ASSESSING LEARNING

These sessions focus on assignments, assessments, and grading practices, and/or strategies measuring students' accomplishment of course objectives and learning outcomes, such as: grading systems; self and peer assessment; rubrics; and feedback.

DIVERSITY, EQUITY, AND INCLUSION

This track focuses on practices and strategies supporting minority and/or marginalized students. Sessions include cover inclusive curricula, learning climates, and instructional practice

FACULTY SUPPORT

This track is for Faculty Developers, Instructional Designers, and CT&L staff—those attendees who are responsible for or interested in faculty development at their home institutions. These sessions include presentations on: teaching evaluation; mentoring; cultivating adjunct faculty; reenergizing faculty; resiliency; and transdisciplinary faculty development

ONLINE TEACHING AND LEARNING

This track is specific to teaching in the online environment, which presents unique challenges and opportunities in course design, student engagement, and assessment.

OUTSIDE THE CLASSROOM

Sessions in this track focus on the many responsibilities that come with teaching beyond the classroom. Topics include: advising and mentoring; student wellbeing and engagement; career and professional development; and strategies for balancing the competing demands of an academic career

PREPARING YOUR COURSE

Sessions in this track refer to many aspects of course preparation, such as: learner-centered course design; gamification; and writing goals, objectives, and learning outcomes.

STUDENT ENGAGEMENT

These sessions focus on the dimensions of student engagement: behavioral, emotional, or cognitive, including instructional strategies and classroom-based engagement activities.

TEACHING IN THE HEALTH SCIENCES

Sessions in this track cover the unique challenges in teaching in the health sciences, in areas such as: Teaching in a clinical setting; simulation-based teaching; teaching professional ethics; and accreditation.

TECHNOLOGY TOOLS FOR TEACHING

These sessions are about the effective use of teaching and communication technologies including the theoretical underpinnings that drive the use of technology for teaching.

PLENARY PRESENTERS

Bridget Arend

Bridget Arend, PhD is the associate director of teaching and learning at Metropolitan State University of Denver with 25 years of experience teaching and supporting teaching and learning in higher education. She enjoys helping college faculty develop an intentional teaching practice so that they can feel calm and purposeful in this aspect of their work. Bridget owns a professional development organization called Intentional College Teaching and is co-author of a comprehensive text about instructional practices, *Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective and Enjoyable College Teaching*. She received her PhD in Higher Education and Adult Learning and continues to pursue research interests including teaching strategies in higher education, the role of reflection in learning, encouraging critical thinking in discussions, and alternative ways to evaluate teaching.

Leila Brammer

Leila Brammer, PhD studies freedom of expression, public discourse, and effective advocacy. In her work, she builds frameworks in which campus and community members come to understand problems from multiple perspectives and work together to develop evidence-based approaches to address challenging issues. She established a nationally recognized civic learning and engagement curriculum and a community-based public deliberation and dialogue program. As the inaugural director of the University of Chicago's Parrhesia Program for Public Discourse, she developed curricula, programming, and outreach to advance the Chicago Principles of Freedom of Expression and foster the capacity for vigorous, inclusive, and productive discourse in the classroom, campus, and civic life. Currently, she is the Director of Outreach and Instructional Development for the Parrhesia Program at the University of Chicago.

AGENDA-AT-A-GLANCE

FRIDAY JUNE 9	GRAND BALLROOM A 5TH FLOOR	GRAND BALLROOM C 5TH FLOOR	GRAND BALLROOM D/E 5TH FLOOR
9:00-11:30 AM **PRE-CONFERENCE WORKSHOPS** *Seperate registration required*	Harnessing the Resilience Within: The Science of Biological and Behavioral Resilience through Plasticity, Sociality, and Meaning *M. Imad*	"Is This Offensive?" Tense Moments and Traumatic Content in the Age of Call-out Culture *L Cardon & C. Smith*	Talk Less, Teach More *J. Rentz & M. Blank*
1:00-3:30 PM **PRE-CONFERENCE WORKSHOPS** *Seperate registration required*	Inclusive Pedagogy Begins with Your Syllabus *J. Todd & T. Buchan*	Teaching Backwards: Using Inductive Teaching to Promote Conceptual Understanding *M. Prince*	No More Extra Credit: Rethinking Assessment with Emerging Grading Techniques *K. Williams*
4:00-4:30 PM	**NEW ATTENDEE ORIENTATION** NAPOLEON BALLROOM–3RD FLOOR		
5:00-5:15 PM	**WELCOME, OPENING REMARKS** NAPOLEON BALLROOM–3RD FLOOR		
5:15-6:15 PM	**PLENARY PRESENTATION:** Intentional Teaching: 5 Strategies to Refocus on What Matters Most – *Bridget Arend* NAPOLEON BALLROOM–3RD FLOOR		
6:30-8:00 PM	**RECEPTION & POSTER PRESENTATIONS** NAPOLEON FOYER–3RD FLOOR		

Conference Schedule

SATURDAY — JUNE 10

Time	MAUREPAS 3rd Floor	BORGNE 3rd Floor	NOTTOWAY 4th Floor	OAK ALLEY 4th Floor	BAYSIDE A 4th Floor	BAYSIDE BC 4th Floor	GRAND CHENIER 5th Floor	GRAND BALLROOM A 5th Floor	GRAND BALLROOM B 5th Floor	GRAND BALLROOM C 5th Floor	GRAND BALLROOM D/E 5th Floor
7:30–8:30 AM	BREAKFAST — NAPOLEON BALLROOM–3RD FLOOR										
8:30–9:00 AM	COFFEE CONVER-STATIONS — NAPOLEON BALLROOM–3RD FLOOR										
9:15–10:15 AM	Enhancing the Community through an Online Scholarship Expo — *C. Clark*	Leading and Learning Through Critical Friends — *P. Azevedo, et al*	Podcasting Meets Pedagogy: Challenging, Engaging, and Inspiring Students — *J. Boroshok*	Strategies to Avoid Saying 'Ugh not Another Class Project' — *A. Colón*	A 360-degree Assessment Strategy for Classes with Diverse Abilities — *W. Thurber & K. Pierce*	Managing Emotional Labor: Adopt a Prevention Mindset — *A. Harvey*	The Inclusive Classroom: Where Everyone Gets to Thrive! — *S. Eason & J. Mayes*	Boosting Learning, Decreasing Stress: Designing Courses with Wellness in Mind — *R. Eaton*	Remixing Group Work: Increasing Engagement with Cooperative Learning Structures — *M. Schettler*	Cultivating Connections in the College Classroom — *J. Rentz & M. Blank*	
10:45–11:45 AM	Scholarship Advice for Teachers — *K. Alford*	CARES Model: CTE Training for Peer-to-Peer Observation — *S. Fedirka, et al*	Engaging Students in Active Learning Experiences through the Use of Technology Tools — *E. Caldwell*	Do You Want Learners to be More Self-directed? Help Them — *S. Saner, et al*	Using and Writing Rubrics to Assess Learning Rather than Product — *J. Abnett*	Listening as an Instructional Leadership Behavior — *J. Waldeck*	The Brown Boy Crisis: Stepping Up to Meet the Challenges of Educating Non-White Males — *R. Woods*	Engage Your Learners at First Contact: Create an Interactive Syllabus — *A. Brownlow*	Building Cooperative Teams in Your Classroom — *M. Michael & L. Perkins*	Beyond Engagement: Empowering Undergraduate Learners Through Agency — *M. Blank*	
12:00–1:00 PM	LUNCH — NAPOLEON BALLROOM–3RD FLOOR										
1:15–2:15 PM (1:15–1:35 PM)	How Can You Engage Students by Having them Participate in Real-world Industry Outreach and Extension Projects? — *D. Holliday*	How Does Innovative Pedagogy Promote Engagement, Reflection and Understanding in Diverse Perspectives? — *S. Clifford*	How Can I Support Persistence for Community College Students Using Digital Annotation? — *M. Ruggiero*	How Can Game-based Learning be Incorporated into Virtual Simulation to Enhance Learning? — *N. Nurse-Clarke & B. Hernandez-Acevedo*	How Can I Support Faculty and Graduate Students Writing a Diversity Statement? — *T. Huey*	What Trauma-informed Teaching Strategies Effectively Support Higher Education Students? — *T. Finley & P. Anderson*	How Can I Utilize a 4-Step Curricular Alignment to Improve Course Design? — *K. Gordes & V. Kulo*	How Can Communities of Practice be Used to Improve Online Teaching and Rhetorical Awareness? — *A. Ade*	What Are Effective Practices for Designing Assessments in Online Learning Environments? — *V. Kulo, et al*	Practical Strategies to Deepen Student Understanding & Critical-Thinking-Skills	
1:55–2:15 PM	Collaborative Learning: Can You Build Culture through Student Clubs? — *B. Manko*			Can Simulation-based Learning Replace Lecture to Foster Student Success? — *K. Whittington*			How Can You Flip Your Class Without Extensive Time or Redesign? — *T. Mennella*	How Can I Increase Engagement by Teaching Students to Work Effectively in Teams? — *N. Wijenayake*			
2:30–3:30 PM	The Mindful Educator: How and Why We Practice — *T. Greig & S. Duncan*	Addressing Disengagement by Sharing Power with Students — *S. Rutherford*	Support Student Learning through Podcasts and Video Tutorials — *R. Beane*	Building Community with a Social E-Reader — *S. Saner, et al*	Improving the Security and Quality of Online and Classroom-based Examinations — *A. Amlani & J. Shepherd*	Transformational Coaching: Bridging the Gap in Professional Learning — *J. Osteen & J. Spivey*	Sharing Wisdom: Intentional Self-care as Educators of Color — *D. Mayweather*	Creating Online Orientation Modules for Your Courses: A Hands-On Approach — *D. Harris & M. Baker*	Online Peer Tutors Effect on Student Learning — *V. Carpenter*	20 +1 Best Practice Activities for College Freshmen — *N. Linden*	

SUNDAY — JUNE 11

Time	MAUREPAS 3rd Floor	BORGNE 3rd Floor	NOTTOWAY 4th Floor	OAK ALLEY 4th Floor	BAYSIDE A 4th Floor	BAYSIDE BC 4th Floor	GRAND CHENIER 5th Floor	GRAND BALLROOM A 5th Floor	GRAND BALLROOM B 5th Floor	GRAND BALLROOM C 5th Floor	GRAND BALLROOM D/E 5th Floor
7:30–8:30 AM	BREAKFAST — NAPOLEON BALLROOM–3RD FLOOR										
8:45–9:45 AM	Empowering Students to Reach Their Potential: A Mentoring Program — *T. Pashkova-Balkenhol & K. Farkas*	Project STARS: Strategies to Achieve Results in Performance/Retention — *M. Barna & C. Giesmann*	Advancing Equity in Every Class: Practical Course Design and Teaching Strategies — *S. Saner, et al*	Improve Critical Thinking in the Clinical Learning Environment — *F. Laubepin*	Developing Student Feedback Literacy Using Authentic Feedback Spirals — *F. Laubepin*	Maximizing Your Communication Toolkit: Tools from Positive and Cognitive Psychology — *S. Scott*	Enhance Inclusive Teaching with Trauma Informed Pedagogy — *K. Gordes & M. Bondy*	Supercharge Your Slide Deck for Student Learning — *J. Rentz*	Hey Alexa, Help Me Promote a Sense of Belonging in My Online Classroom — *L. Thornton Perkins & K. Caines*	Integrating Technology to Transform the Learning Environment — *T. Chenault Hemby*	Engaging Instructional Strategies to Meet the Needs of Neurodivergent Students
10:00–11:00 AM	Mentoring with Accountable Grace: The Silver AG Effect — *A. Bryant-Foster*	Video is Here to Stay: Learn more about Edpuzzle and Flip to Engage and Assess — *M. Craig*	A Time for Action: Empowering Trans-Spectrum College Students — *J. Howle*	Advocacy Project: Systems Level Service-Learning in the Health Sciences — *S. Patel, et al*	Designing Assessments with the Intent of Informing Instruction — *N. Barta*	A Teaching Effectiveness Framework for Faculty and Student Success — *J. Todd & T. Buchan*	Decolonizing the Curriculum — *S. Hadi-Tabassum, et al*	Planning Your Course with Creativity and Integrity: No More Plagiarism! — *M. Peters*	Evaluation of Student Engagement in a Large, Asynchronous Online Course — *P. Sale*	Using Technology to Enhance Teaching and Learning — *N. Nurse-Clarke*	*E. Lapon & L. Buddington*
11:15 AM–12:15 PM	PLENARY PRESENTATION: Classroom Practices to Foster Free Expression, Academic Inquiry, and Democratic Engagement – *Leila Brammer* — NAPOLEON BALLROOM–3RD FLOOR										
12:15–1:15 PM	LUNCH — NAPOLEON BALLROOM–3RD FLOOR										

PRE-CONFERENCE WORKSHOPS *Separate registration and fee required*

9:00–11:30 AM

"Is This Offensive?" Tense Moments and Traumatic Content in the Age of Call-out Culture

Lauren S. Cardon and Cassander Smith, *The University of Alabama*

"Do you think that was offensive?" In our current social and political climate, in which many individuals and groups speak truth to power and publicly identify problematic behavior on social media, many faculty have expressed reservations about teaching content that might be labeled "offensive"; saying the wrong thing; or being perceived as racist, sexist, homophobic, transphobic, or ableist. In this preconference workshop, Drs. Smith and Cardon will lead a discussion and strategy session on navigating challenging, tense moments in the academic setting. The workshop features: ways to prime students for encountering and discussing challenging material; strategies for selecting, framing, and presenting class content to promote inclusion and safety; strategies for handling those moments when students call out something the instructor or another student has said as problematic; common mistakes instructors make when caught in one of these tense moments; scripts, or what we call "teaching interventions," for handling a range of tense moments that might happen in the classroom or over email.

Room: Grand Ballroom C

Harnessing the Resilience Within: The Science of Biological and Behavioral Resilience Through Plasticity, Sociality, and Meaning

Mays Imad, *Connecticut College*

Meaningful social connections inform our sense of safety and serve as the underlying basis for our thoughts, behaviors, and feelings. To cultivate learning spaces where such connections are possible, we must intentionally and explicitly design our learning communities and experiences to reflect and promote such vision. In this workshop, we will examine polyvagal theory, which describes the nervous system as having a hierarchical organization. At the top of that hierarchy is our social engagement system which helps us connect and navigate relationships. In addition, we will consider the science of biological and behavioral resilience and the three factors that give rise to resilience: plasticity, sociality, and meaning. We will examine practical implications for how we can empower ourselves and our students to "befriend" our social engagement nervous system so we can continue to engage, learn, and thrive. Throughout, we will underscore the reality that "befriending" and regulating the nervous system, and by extension wellbeing, is not merely an individual responsibility but a societal one as well. Our intrinsic interconnectedness and interdependence equip us with the power to witness, uplift, and elevate the humanity of others and in doing so, we can begin to heal ourselves and others. By the end of this session, participants will be able to define polyvagal theory and its application in the context of teaching, learning, and higher education; examine the scientific basis of emotional regulation and resilience; consider practical examples of polyvagal-informed teaching and learning practices; define the relationship between culturally responsive teaching and successful student engagement and learning; and articulate the intimate relationship between equity, radical hospitality and trauma-informed education.

Room: Grand Ballroom A

Talk Less, Teach More

Jeremy A. Rentz, *Trine* University and Michelle Blank, *Goshen College*

Sounds too good to be true, but the one who does the work is the one who does the learning. Too often, the professor is the one doing most of the work in the classroom. But it does not have to be this way. There are many situations where we can get out of the way and let students learn through discovery, interaction, and discussion. Figuring things out on their own can be a powerful learning experience, particularly with the expert in the room to guide and correct. Setting up learning scenarios for students takes a shift in thought, from a focus on content delivery to lesson planner, activity facilitator, and provider of feedback. Fortunately, there are many great examples and strategies available to help us get out of the way, often using our original lesson plans, lectures, or slides as a guide. During this session we will review why having students do the work is so powerful, discuss timing and situations where stepping aside supports student learning, and share strategies both small and grand. Practicing what we preach, you, the students in this workshop, will also have plenty of time to do the work, where you will be pondering, building, and designing intentional learning experiences in a supportive and formative environment..

Room: Grand Ballroom D/E

1:00–3:30 PM

Teaching Backwards: Using Inductive Teaching to Promote Conceptual Understanding

Michael Prince, *Bucknell University*

Instructors want their students to learn and remember the big ideas or concepts taught in their courses. However, research shows traditional instruction is not particularly effective for developing deep conceptual understanding. This workshop session

introduces the idea of "teaching backwards" using inductive or inquiry-based teaching methods. Research shows this to be a much more effective approach to repair common and persistent student misconceptions—as well as for promoting a range of other important learning outcomes.

Room: Grand Ballroom C

Inclusive Pedagogy Begins with Your Syllabus

Jennifer Todd and Tonya Buchan, *Colorado State University*

When you develop a new course, it's common practice to begin with the syllabus. Historically, the syllabus lays out the nuts and bolts of your course—learning outcomes, units, assessments, and course and university policies. A growing body of research suggests an inclusive, learner-centered syllabus with a focus on positive tone, community building, support, and shared power has many positive benefits to students. This workshop will guide you in a review of your syllabus through an inclusive, student-centered lens, and then use this as a starting point for increasing inclusive teaching practices in your course. By the end of this session, you will be able to review your syllabus through an inclusive, student-centered lens; recognize the syllabus as the foundation for inclusive teaching;

identify one domain of the Teaching Effectiveness Framework (TEF) to focus your inclusive pedagogy efforts this semester; and identify inclusive teaching practices to implement this semester.

Room: Grand Ballroom A

No More Extra Credit: Rethinking Assessment with Emerging Grading Techniques

Kate Williams, *Georgia Institute of Technology*

Grade disputes. Negotiating for points. Extra credit. These emotionally charged and time-intensive issues are common with traditional grading frameworks that increase competition, decrease intrinsic motivation, and punish early failure. At this interactive session, participants will identify common challenges inherent in traditional grading. We will explore alternatives to traditional grading, including equitable grading, specifications grading, and un-grading, followed by the presenter's own experience with alternative grading techniques. Finally, participants will create an implementation plan that will allow them to begin to incorporate elements of an emerging grading system that fits their specific goals and situation.

Room: Grand Ballroom D/E

CONFERENCE PROGRAM

4:00–8:00 PM

Poster Presentations

See page 24 for session abstracts and more details.

Room: Napoleon Ballroom | For all attendees

4:00–4:30 PM

New Attendee Orientation

Karin Van Vorhees, *Magna Publications*

New attendees are encouraged to attend our brief orientation about navigating the conference, expectations, and making the most out of your experience.

Room: Napoleon Ballroom | For new attendees

5:00–6:30 PM

Conference Welcome and Opening Plenary

Welcome: Karin Van Vorhees, *Magna Publications*

Intentional Teaching: 5 Strategies to Refocus on What Matters

Bridget Arend, *Metropolitan State University of Denver*

As we take a breath after the last few years, many of us find ourselves busier than ever at a time when teaching and student learning is more visible and more complex. In this interactive plenary, we identify successful strategies that strongly resonate with faculty across disciplines to provide a sense of control and purpose in our work. From designing for long-term learning, centering values and care, addressing pedagogical challenges, proactively identifying limitations, and developing reflective practitioner habits, we will share strategies and examples that lead to a calm, manageable, and intentional teaching practice.

Room: Napoleon Ballroom | For all attendees

6:30–8:00 PM

Reception, Poster Sessions, and Exhibitor Mingle

Enjoy hors d'oeuvres while visiting the interactive poster sessions. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning

Room: Napoleon Foyer | For all attendees

POSTER PRESENTATIONS

Posters at the Teaching Professor Conference are visual representations of a model or strategy for teaching and learning and cover topics that align with many of the conference tracks. Conference attendees can view the posters and discuss the project, program, or research with presenters during the opening reception. Posters will be on display from 4 to 8 PM on Friday. Presenters will be stationed at their posters to explain and discuss their work during the reception, which is from 6:30 to 8 PM.

ASSESSING LEARNING

Using Observed Reasoning for Student Assessment

Erin Lowe and Shelley Ellis, *Red Deer Polytechnic*

The observed reasoning assessment (ORA) is an evaluation tool used to assess students' clinical reasoning, judgment, skill, and reflective ability. Nursing students have traditionally had skills assessed using a skill-focused, memory-based approach. However, this approach does not enable assessment of the cognitive and metacognitive skills needed to think like a registered nurse. The ORA consists of three parts. Initially, the student is provided a clinical scenario for which they use clinical reasoning to determine two to three possible systems assessments. Then, the student demonstrates their chosen priority assessment on a volunteer patient in front of their instructor. Finally, the student is provided 24-hours to reflect on their ability to choose and conduct an appropriate assessment. In addition to assessing the demonstration of skills, the ORA allows faculty to evaluate students' thinking and their ability to reflect on their own practice.

Flight School: A Novel Approach to Assessment and Teaching

Chelsea Ward and Tara Romes Beziat, *Auburn University at Montgomery*

In Flight School, our introductory biology courses use a dynamic course design that fosters inclusive experiences and active participation by integrating assessment for learning. Each class period, the navigators and co-pilots work with their squadrons to capture what the students understand and what still needs clarification. The faculty build-in time in their direct instruction for squadrons to formatively assess their knowledge and receive feedback on the effectiveness of their teaching in real-time. Early results show improved student academic outcomes, an increased sense of belonging for the mentors, and an increase in faculty morale.

FACULTY SUPPORT

Practice to Academia

Amy Eisan and Sara Daniels, *Red Deer Polytechnic*

Is faculty retention an issue in your program? How would you describe your own transition from practice to academia, from being an expert to starting as a novice? Was it smooth and uneventful or fraught with challenges and feelings of stress? The language of academia itself is daunting, let alone the specialized practice of teaching and learning. Communities of practice (CoP) are one of the strategies we use in our Faculty Navigator Program to promote a smooth transition and retain new faculty. CoPs use an appreciative inquiry approach and are one of the most effective ways in which we integrate peer support, mentorship, and practical teaching and learning support for new faculty.

Preparing Clinicians for Academia: Regional Faculty Development for Novice Educators

Karen Gordes, *University of Maryland Baltimore*

This poster will describe the backward design development, regional implementation, and evaluation of an innovative, longitudinal faculty development fellowship designed to generate a pipeline of practicing clinicians prepared to transition to academic teaching roles within health professions education. Three years of qualitative and quantitative evaluation data demonstrating a positive impact across Kirkpatrick's four levels of training evaluation will be shared. Key lessons learned and recommendations for formulating steps to initiate a comparable faculty development model at other institutions will be outlined.

Building Opportunities for Learning and Discovery in Faculty Development

Shelley Howell and Diana Amis, *University of Texas at San Antonio*

UTSA's BOLD Course Development Academy provides just-in-time development on a variety of teaching, learning, and course design topics, all pulled together in a course that faculty participate in during the 15-week process of design and development. The Academy starts with the basics of adult learning theory, focuses on reflective practice and peer learning, and provides faculty with a peer community. This poster will provide an outline and examples from the BOLD Course Development Academy, lessons learned during the planning and development phase of the program, and preliminary data on the success of the program.

Community of Practice as a Tool for Success: Transition from Keep Calm and Develop a Course Revision Process for New Instructors

Frederique Laubepin and Kim Luzius, *University of Michigan*

As institutions increase online course offerings, the need arises for additional instructors who often find themselves assigned to teach courses developed by someone else. How can instructors take ownership of a previously prepared course and how can instructional designers assist in this process? Learn how the

Instructional Services team in the School of Public Health at the University of Michigan implemented a process designed to give instructors a sense of control while at the same time, preserved the work of previous course designers.

ONLINE TEACHING AND LEARNING

Cross-disciplinary Study of Students' Perceptions of Online Courses and Online Course Design Elements

Kelly Shuck and Patricia Goedl, *University of Cincinnati Clermont College*

How do students feel about online courses and online course design elements, e.g., discussion boards, due dates, or assignment formats? The presenters designed a cross-disciplinary study to answer this question. The presenters teach asynchronous online classes in the business and sciences disciplines. Students were asked questions about online courses in general and design elements, e.g., due dates, proctoring, commercial online homework management platforms, and discussion boards. Quantitative and qualitative data analysis methods were applied to analyze the survey responses. This poster will summarize this research project and provide a detailed discussion of the results.

OUTSIDE THE CLASSROOM

To Dare Outside the Classroom: Engagement through Cultural Immersion

Iliana Ballester-Panelli, *Universidad del Sagrado Corazón*

This poster presents the outcomes of a pilot course that uses outside-the-classroom activities, active learning, and cultural immersion in a co-teaching setting to engage students and improve learning satisfaction and quality of learning. Cultural immersion in the classroom is a teaching-learning methodology that promotes understanding and respect for different cultures and seeks to understand the importance of preserving and valuing cultural diversity to promote sustainable development. A mixed-method research approach, using surveys and focus groups, is employed. This poster will also include limitations, recommendations, examples of learning activities, and reflections.

PREPARING YOUR COURSE

Course Blueprint: Guiding Your Course into Alignment

Diana Amis, *University of Texas at San Antonio*

As with anything that is built or created, there is generally a blueprint that guides one through the creation process. The Course Blueprint is no different and is designed to guide you through the steps needed to create a course with objectives, assessments, activities, materials, and tools that are aligned. By using the Course Blueprint, you can ensure your students have the chance to succeed in your course.

Teaching by Design: Using Knowledge Processes in Course Construction

Rich Lane and Leah Chambers, *PennWest University Clarion*

The poster explores the multi-disciplinary pedagogy of "teaching by design", which positions teachers as designers of learning experiences and students as active participants in learning. This pedagogy emphasizes eight (8) knowledge processes–the things a learner must do to know–that range from experiencing and conceptualizing to analyzing and applying. Well-designed learning should engage students in a variety of these processes. Despite this, college instruction remains largely didactic and lecture-based. This poster illustrates how teachers can utilize knowledge processes to create impactful learning experiences. Viewers will gain both an understanding of the design process and the ability to apply this pedagogy to the analysis and design of their own learning activities.

Improving Outcomes and Reducing Hassles with a Comprehensive Syllabus

Kayla Waters, *Missouri Western State University*

While typical syllabus content is becoming more adversarial and less user-friendly, a "Comprehensive Syllabus" approach can improve student perceptions and performance. This format includes standard institutional content (e.g. course information, policies), but also weekly step-by-step instructions for students to use throughout the semester, including detailed assignment guidelines, supportive resources, grading rubrics, etc. Because all important information is combined in one document, students become more independent, which reduces complaints and queries for faculty. Relevant research, specific strategies, and sample content will be presented.

STUDENT ENGAGEMENT

Immersive Learning in the Classroom: A Halloween Murder Mystery

Candace Alvey and Sherri Powers, *Murray State University Paducah Regional Campus*

Immersive role-playing games give students an opportunity to apply the knowledge and skills learned in the classroom. The Halloween murder mystery engages students in applying content knowledge while promoting higher levels of critical thinking. This poster session will introduce how active learning games such as the Halloween murder mystery can be used in solidifying course content, how creative experiential learning techniques can improve student engagement, and how these activities can be incorporated into the classroom. Examples of how the Halloween murder mystery is implemented in our program will be given along with the positive results of this activity.

Increasing Student Success in STEM

Agda Cordero, Iliana Ballester Panelli, and María del Carmen Rodríguez, *Universidad del Sagrado Corazón*

This poster presents an NSF-funded project at Universidad del Sagrado Corazón that seeks to increase the number and percentage of students who remain in STEM majors, complete STEM degrees, and secure STEM employment after graduation. It presents the major efforts implemented to promote student engagement: peer mentoring, peer math tutoring, research and internships, and faculty development leading to key gateway math course revisions. Surveys, focus groups, and analysis of GPA and tutoring attendance data are the research methodologies employed. Results of major efforts on students' retention and persistence will be presented along with successes, limitations, and recommendations.

Positive Feedback Loop of Student Engagement: Teaching, Modeling, and Implementing

Kamini Wall and Carlene Chasteau, *St George's University*

This poster presents an overview of the loop of student engagement that exists in a supplemental instruction-type small group review program at a medical school. The students who facilitate the review groups are taught effective engagement strategies through modeling of these strategies and they in turn implement these strategies in their review groups. The main focus of the poster is to highlight the perception of the student facilitators on the effectiveness of this approach thus tapping into their cognition of student engagement.

Don't Ask Me! Engagement and Ethics in Active Learning Discussions

Kayla Waters, *Missouri Western State University*

Fieldwork seminars and active learning projects require a balance between two goals; while good teaching involves student-led processing, ethical fieldwork requires directive expert oversight. This poster presents a framework for uniting both goals by dividing the discussion into two phases. During the "problem-mindedness" phase students share their thoughts while faculty merely serve as a recorder, typically refusing to even answer questions. During the "solution-mindedness" phase, faculty actively engage to ensure that decisions ultimately align with ethical professional practice. Distinguishing between phases allows faculty to effectively support unified teaching and fieldwork goals.

TEACHING IN THE HEALTH SCIENCES

Engagement Self-assessment in Nursing Ethics Education

Natalie Ford and Larissa Gomes, *Red Deer Polytechnic*

An "Engagement Self-Assessment" (ESA) tool was developed to promote engagement in controversial conversations in a nursing ethics course. Using the ESA, learners assess and grade themselves by highlighting descriptors of their preparation, engagement in the classroom, and contributions to the creation of a Brave Space.

The ESA was identified as a guide and motivator for engagement and learning. A Brave Space framework supported authentic engagement in dialogue about anti-racism, MAID, conscientious objection, and ethical dilemmas.

Interprofessional Simulated Telehealth Training for Medicine, Nursing, and PT Students

Karen Gordes, *University of Maryland Baltimore*

This poster describes the development, implementation, and assessment of a pilot study for simulated interprofessional Telehealth educational experiences between students in the fields of medicine, nursing, and physical therapy. Pre- and post-qualitative analysis of learner attitudes through the SPICE-R2 survey and thematic analysis of semi-structured interviews demonstrated these types of learning experiences are warranted to enhance HPE learner's understanding of respective provider roles, developing communication skills for collegial team-based interactions and for effectively streamlining redundancy in Telehealth enabled clinical care.

How to Design Engaging Online Mystery Hunts

Jean Smith and Erin Lowe, *Red Deer Polytechnic*

Online mystery hunts can flip students' learning about challenging clinical topics from boring and difficult to fun and achievable. A tough component of learning nursing practice is mastering how to administer medications capably and safely, as it requires applying the cognitive skills of critical thinking, clinical reasoning, and clinical judgment. To teach the theoretical aspects of these skills, we use online mystery hunts based on heutagogy theory (Hase & Kenyon, 2007) and designed in our BlackBoard Learning Management System. To ensure relevance to the clinical setting, we align each mystery hunt to the practical skills students are concurrently learning in their clinical placements.

Accreditation and IPECP: Validation of the IPA Instrument in Nursing

Susan Welch, *University of Alabama*

The critical need for interprofessional education and collaborative practice (IPECP) to improve patient outcomes and safety has been widely documented and is also required by interprofessional accreditation bodies. Many efforts are underway to increase IPECP nationally to maintain accreditation, although barriers exist. One of the challenges is the ability to validly and reliably assess the impact of IPECP within colleges and schools.

TECHNOLOGY TOOLS FOR TEACHING

Laying the Foundations for a Successful Cybersecurity Program

Kyle Bittle, *Minot State University*

The poster examines the persistent demand for cybersecurity experts in the nation, and how Minot State University's Business

Information Technology department is responding by producing highly qualified, workforce-ready professionals. Designations like the Centers for Academic Excellence (CAE) demonstrate a program's commitment to cybersecurity education and are backed by federal agencies such as the DHS and NSA. Minot State University earned this prestigious title in 2022 and would like to share its experience with others seeking to improve their cyber programs. Innovative student organizations, regional conferences, and cybersecurity competitions are further examples of what the university is doing to prepare its students for a demanding workforce. The goals of this session are to inform other educators about the many benefits of CAE designation, the process for applying for and acquiring designation, and how universities can support one another's cyber programs in meaningful ways.

Can Discussions About Academic Honesty and Integrity Expectations be Fun?

Kristine Pedernal and Andria Phillips, *York University*, and Puneet Luthra, *Seneca College*

This poster will describe the use of a virtual escape room tool to review academic integrity and honesty expectations in classes from two academic institutions within the Greater Toronto Area. The incentive of game-based competition adds a fun element between groups thus promoting active learning and cooperative problem-solving. These innovative and interactive learning activities can be used by educators to assess the knowledge of academic integrity policies in a fun and engaging way. Examples of puzzles will be highlighted on the poster and a QR code will be provided for participants to access the full virtual escape room that can be used as a guide to build their own activity.

A Beginners Experience with Immersive Technology for Skill Training

Rachael Robinson-Keilig, *Hastings College*

Immersive technologies are expanding how we approach teaching and learning, with several recent reviews reporting positive outcomes for students (Bourgeois-Bougrine et al., 2022; Concannon et al., 2019; Pirker & Dengel, 2021). As educators look to incorporate immersive technology into their own classrooms, it can be hard to know where to start. The purpose of this poster is two-fold: 1) to share my own experience with incorporating immersive videos into my counseling skills course, highlighting challenges and successes; and 2) to share findings of a small study aimed at understanding the student experience with immersive technology. The study will explore student reports of interest, motivation, engagement, and affect states when practicing basic counseling skills under two conditions: immersive videos, and live peer role-playing sessions.

Virtual Reality: A Novel Application for Teaching and Research

Juanita Wallace, *Transylvania University*

This poster will detail a case study of virtual reality (VR) being used as a research and teaching tool for one undergraduate student during independent study and summer research. The student collected and assessed physiologic data from bouts of VR exergaming, leading to gains in applied knowledge and skills in assessment, diagnosis, and treatment techniques applicable to health and exercise science, the student's field. Additionally, VR was utilized to explore questions of health policy pertaining to its use as an adjunct therapy during rehabilitation. Learning outcomes and pedagogical suggestions for using VR during independent studies will be explored.

SATURDAY, JUNE 10

7:30–8:30 AM

Breakfast

Continental breakfast: egg sandwiches w/ cheese, turkey sausage, dry cereal, breakfast breads and bagels, assorted yogurts, homemade granola, hard boiled eggs, fruit, milk, coffee, tea, and coffee.

Room: Napoleon Ballroom | For all attendees

8:30–9:00 AM

Coffee Conver-stations

Start your day with a morning mingle. Select a topic station and join a focused chat around critical issues for today's educators.

Room: Napoleon Ballroom | For all attendees

Station Topics

Online Teaching and Learning

New Classroom Technologies

Building Classroom/Community Culture

Maximizing Your Summer

Navigating Difficult Conversations

AI as a Teaching Tool

Making Feedback Meaningful

Running Better Discussion Boards

Challenges in Nursing Education

Plagiarism, ChatGPT, and Academic Integrity

9:15–10:15 AM
CONCURRENT SESSIONS

ASSESSING LEARNING

A 360-degree Assessment Strategy for Classes with Diverse Abilities

William Thurber and Kathleen Pierce, *Ontario Tech University*

Our challenge was a diverse range of entering competencies in a first-year business communications course. Previous experience found that self-evaluation and peer evaluation alone did not provide sufficient learning for our students. Our strategic plan was to re-engineer our assessment plan. First, to scaffold formulative self- and peer-assessment with the instructor-provided summative assessment to create a 360-degree view of student performance. Then, to utilize self-assessment as the basis of reflection and the opportunity to create customized self-designed learning plans adding empty rubrics to the performance-based criteria (Harman, Teaching Professor Conference 2022). The observed results indicated improved student mindsets and a more positive learning environment.

Room: Bayside A | For attendees who have some experience

EQUITY, DIVERSITY, INCLUSION

The Inclusive Classroom…Where Everyone Gets to Thrive!

Susan Eason and John Mayes, Jr., *San Jacinto College*

Classrooms are crucial for improving learning through inclusion and for minimizing negative classroom experiences. This session will provide strategies for creating an inclusive classroom environment where all students thrive. Trends that colleges and companies are adopting to insure inclusive and diverse policies will also be presented. We will explore barriers to student learning and strategies for building community among students. Our culture and past experiences form our identities. We will explain and provide examples of microaggressions, implicit bias, intersectionality, stereotype threat, imposter phenomenon, and strategies for addressing these. An inclusive classroom starts with us! Committed people are the first line of defense against non-inclusive behaviors. Come and learn how you can ensure that you have an inclusive classroom environment.

Room: Grand Chenier | For all attendees

FACULTY SUPPORT

Leading and Learning through Critical Friends

Paula Cristina Azevedo, Marcia Baldanza, and Nicci Dowd, *Marymount University*

Three new School of Education faculty with diverse experiences and interests organically formed as critical friends to support efforts to improve teaching, enhance service, and advance scholarship towards tenure. Participants will: understand the role critical friends could play in new faculty development; have the opportunity to reflect on their own practices; and explore and use the critical friends toolkit developed by the presenters.

Room: Borgne | For all attendees

FACULTY SUPPORT

***Invited Session* Managing Emotional Labor: Adopt a Prevention Mindset**

Ashley Harvey, *Colorado State University*

In this workshop, we will explore the invisible emotional labor associated with online and in-person teaching at the college level and focus on agile strategies for preventing problems. Attendees will explore their emotional labor and examine their attitudes towards students' challenging behavior. Further, participants will identify strategies to prevent problems in key domains such as student engagement and motivation, discussions, assignments, course navigation, classroom climate, and course expectations. The goal of this session is to help academic instructors decrease the challenges that incite their emotional labor, so that they can enjoy teaching more, as well as successfully engage students and promote their success.

Room: Bayside BC | For all attendees

ONLINE TEACHING AND LEARNING

Effectively Scaffolding Student Learning in an Online Classroom

Karen Gordes and Violet Kulo, *University of Maryland Baltimore*

This session will provide emerging faculty with an easy how-to framework for incorporating effective scaffolding techniques within their online courses. Participants will learn the principal foundations and types of scaffolding grounded in the literature and why this instructional method supports student learning and can promote student and instructor interactions in online courses. A variety of practical options for implementing scaffolding specifically in an online platform will be modeled using the acronym CEDAR (Chunk material, Examples provided, Divide assessments, Align content/objectives/assessments, Reflection embedded). Attendees will leave with a toolbox of effective strategies that can be immediately applied to virtually any course mediated through technology to meet a diverse set of learner needs.

Room: Grand Ballroom B | For attendees who are new to this topic

OUTSIDE THE CLASSROOM

Enhancing the Distance Education Community through an Online Scholarship Expo

Chad Clark, *Bradley University*

As more universities and organizations add online modalities of instruction, building a sense of community among distance education learners is becoming a common challenge. Many residential students are often afforded resources that are not extended to online students within the same institution. One mid-size private university sought to identify and assess current online learner needs related to their feelings of community and launched an online scholarship expo to allow students a flexible option in presenting their scholarly activities. This interactive session will: explore challenges and opportunities in the development of an online scholarship expo; discuss innovative ways to identify existing opportunities; and explain how to create events or tools for online learners to enhance their sense of community and increase retention and overall satisfaction of online learners within your organization.

Room: Maurepas | For all attendees

PREPARING YOUR COURSE

Boosting Learning, Decreasing Stress: Designing Courses with Wellness in Mind

Rob Eaton, *Brigham Young University-Idaho*

Even before the pandemic, mental health challenges had become rampant across college campuses. Far too often, such challenges undermine students' ability to learn and graduate. Often unwittingly, professors can help—or hinder—the learning of students with mental health challenges. This session highlights course design choices that can unwittingly exacerbate some students' mental health challenges. More importantly, I'll share alternatives that reduce unnecessary stress and disappointment, while enhancing learning for all students. Each suggested practice is practical yet grounded in theoretical research. Participants will better recognize the extent to which mental health challenges affect our students—and how our course design choices sometimes compound those challenges. They will also come away with evidence-based, practical ideas for tweaking courses in ways that will decrease unnecessary stress for some students while boosting learning for everyone.

Room: Grand Ballroom A | For all attendees

STUDENT ENGAGEMENT

Invited Session Remixing Group Work: Increasing Engagement with Cooperative Learning Structures

Melissa Schettler, *William Penn University*

As educators, we are aware that engagement is key to successful learning; however, it can be challenging to create learning experiences in the classroom that foster engagement among students. Creating highly structured cooperative learning opportunities increases instructors' scope of influence over students' engagement, thus leading to more significant learning. Participants in this session will engage in 2–3 cooperative learning structures that can be utilized in various classrooms and settings. The presenter will offer tips and tricks for successfully implementing cooperative learning in the classroom, and finally, participants will brainstorm opportunities for implementing cooperative learning in their own courses. Participants can expect an engaging presentation full of active learning and fun! Participants will: engage in 2–3 cooperative learning structures; identify tips and tricks for successfully implementing cooperative learning in the classroom; and identify an opportunity within a course they teach to implement a cooperative learning structure.

Room: Grand Ballroom C | For all attendees

STUDENT ENGAGEMENT

Invited Session Cultivating Connections in the College Classroom

Jeremy Rentz, *Trine University*, and Michelle Blank, *Goshen College*

"When the flower doesn't bloom, you fix the environment in which it grows, not the flower" (Den Heijer). As instructors, we want all students to "bloom", so we must actively cultivate our course environments, particularly relationships. Instructor-to-student connections go well beyond rapport. They have the capacity to build trust that enhances the learning of all students. Likewise, strong student-to-student connections in our classes also promote student learning. Unfortunately, the current student-to-student connections in our classes are likely weaker than we imagine. These underdeveloped connections can hinder in-class discussion, group work, and group projects, cornerstone strategies in many teaching toolboxes. Join us to discuss why cultivating both types of connections in the collegiate setting can be powerful and learn new strategies for your own relationship building.

Room: Grand Ballroom D/E | For all attendees

TEACHING IN THE HEALTH SCIENCES

Strategies to Avoid Your Students Saying: Ugh not Another Class Project

Amanda Colón and Sabrina Timperman, *Mercy College*

While exams have their place in academia, it is clear not every student is a great test taker. As instructors, we must ask ourselves if are there alternative ways to assess learning. Project-based learning is one way to provide students with an alternative method of showing they have met the required competencies. But every instructor knows planning and designing projects can be an intimidating affair. How do we construct a project that promotes critical thinking and analysis, increases content knowledge,

enhances creativity, and dare we say, is fun and engaging? In this presentation techniques adapted from Dr. Sandra McGuire's, book Teach Students How to Learn will be used to design creative projects which promote content, creativity, and self-reflection. Join us in this journey of exploration, reflection, and learning, and walk away with ideas you can implement in your class right away and understand the importance of self-reflection, critical thinking, and creativity in designing classroom projects.

Room: Oak Alley | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

Podcasting Meets Pedagogy: Challenging, Engaging, and Inspiring Students

Jon Boroshok, *Southern New Hampshire University*

Podcasting for pedagogy is a great opportunity! Getting today's students to read is difficult, but podcasting shares engaging content students can listen to any time, any place. Students listen while multitasking—you can be the distraction! We'll demonstrate "Co-Designed," a student-faculty podcast from Southern New Hampshire University and show podcasts as delivery vehicles for students' projects. We'll share scholarly research, how to use it for students' projects, and how they've led higher levels of learning. The session includes time for discussion, questions and answers, and brainstorming. Participants will learn: why podcasts and undergrads are a match; how to start your own podcast; how to make the best use of existing podcasts; how student podcasts are a higher level of Bloom's Taxonomy; how to turn lectures into engaging podcasts/discussions to inspire critical thinking; and how to overcome resistance to reading.

Room: Nottoway | For all attendees

10:45–11:45 AM
CONCURRENT SESSIONS

ASSESSING LEARNING

Using and Writing Rubrics to Assess Learning Rather Than Product

Jenelle Abnett, *Neumann University*

Rubrics are more efficient to assess student learning than using checklists or letter grading. By using a rubric, professors can measure learning outcomes, objectives, and skills rather than just the final product. When well-written rubrics are presented with the assignment, students understand the learning that comes with the work, the expectations of the assignment, and the grading scales that will be used. With the use of rubrics, research shows that students feel more connected to the learning and achieve better outcomes. This session will show the benefits of using rubrics and how to effectively construct them. It will offer the opportunity to create a rubric for a course assignment attendees use in their teaching.

Room: Bayside A | For all attendees

EQUITY, DIVERSITY, INCLUSION

The Brown Boy Crisis: Educators Must Step Up to Meet the Challenges of Educating Non-White Males

Robert Woods, *City University of New York*

This session takes educators, graduate students, scholars, and policymakers inside the minds of African, Hispanic, and Native American males who fail to overcome the barriers schools often have to stumble their academic success. Thought to be monolithic learners, these groups have the highest dropout rates, and are disproportionately disciplined, suspended, and assigned to special education classes. Their school experiences have metastasized into a national crisis aimed at disadvantaging America's next workforce. Participants in this session will learn to: identify the enormous diversity and learning styles among these three groups of male learners; what these students want, and what they expect from you; help foster inclusive curriculums with ways to incorporate their learning styles into lessons; and identify school barriers that now hinder their academic success.

Room: Grand Chenier | For all attendees

FACULTY SUPPORT

CARES Model: CTE Training for Peer-to-Peer Observation

Sarah Fedirka, Katy August, Nicole V. Schilling, and Christine Denecker, *University of Findlay*

Peer observations are routinely used in tenure and promotion decisions. Far less frequently are faculty trained in observation practices. In the Fall of 2022, the Center for Teaching Excellence (CTE) at the University of Findlay (OH) began the Collaborative and Reflective Educational Support (CARES) program. This program trains faculty as CTE-certified classroom observers using the Danielson Framework for Teaching (FFT). The CARES program represents an evolution in the university's observation culture, reflecting a move from evaluative to formative observations and a renewed focus on the FFT as a foundation for our work with students. In this session, participants will: discuss the benefits of peer-to-peer observation; understand the updated Danielson Framework for Teaching; and learn how to train faculty to conduct collaborative, interdisciplinary peer-to-peer observations.

Room: Borgne | For all attendees

FACULTY SUPPORT

Advisory Board Session Listening as an Instructional Leadership Behavior

Jennifer H. Waldeck, *University of Georgia*

When thinking about professional development designed to improve teacher communication, most people think of better oral communication as the goal. However, the best instructors are equally concerned with their ability to listen in the classroom. Listening is

an act of communication generosity that's well-aligned with the active and learner-centered approaches to teaching and learning shared at the Teaching Professor Conference. This session will introduce you to listening as a leadership communication behavior that, performed well, has documented benefits to student learning. Competent listening will impact your students in important ways and shape how they view you and make sense out of your course. The good news is that listening, like other communication skills, can be measurably improved. In this session, we will explore the complexity of listening in educational settings—what goes wrong, what barriers get in the way, and why the message we receive is not always the message the sender intended. Finally, we will discuss and practice strategies for improving your listening as you communicate with students. In framing listening as a leadership behavior, you will leave this session ready to be a more active, generous listener as you work with students. Prepare to be amazed at how these research-based recommendations improve classroom communication and learning outcomes for your students.

Room: Bayside BC | For all attendees

OUTSIDE THE CLASSROOM

Advisory Board Session Scholarship Advice for Teachers

Ken Alford, *Brigham Young University*

Time is always in short supply. So, what can teachers realistically do to become more effective researchers and scholars? This session shares research, writing, and scholarship advice gleaned from outstanding professors during the past forty years. Some of their suggestions may surprise you. Come join us!

Room: Maurepas | For all attendees

PREPARING YOUR COURSE

Engage Your Learners at First Contact: Create an Interactive Syllabus

Art Brownlow, *The University of Texas Rio Grande Valley*

Careful design of the course syllabus is important. We all know that a syllabus should be clearly organized for comprehension and visually attractive to elevate interest. Various types of syllabi, such as illustrated or infographic syllabi, have been used for years to accomplish these goals. But what if instructors take the extra step to create not only a visually attractive syllabus but an interactive digital syllabus that immediately captivates the learner's attention and creates excitement about the course? This session will introduce the concept of the interactive ebook syllabus to participants. By the end of the session, attendees will understand the importance of engaging and interactive syllabi and they will master skills that will allow them to create their own syllabus ebook.

Room: Grand Ballroom A | For all attendees

STUDENT ENGAGEMENT

Building Cooperative Teams in Your Classroom

Melissa Michael, *Southside Elementary*, and Laura Perkins, *Siloam Springs*

How do we get students from different backgrounds and experiences to work together as an effective team? Often, teachers put students in groups and expect them to begin working together immediately on complex problems. Team building lays the groundwork for effective cooperative teams. During team building, students come to know, trust, and respect their teammates. This is important before they began analyzing and exploring content together at a deep level. This session highlights strategies teachers can use to build cooperative teams in their classrooms. Session participants will have the opportunity to experience some effective team building strategies and reflect on how to implement them in their classrooms.

Room: Grand Ballroom C | For all attendees

STUDENT ENGAGEMENT

Beyond Engagement: Empowering Undergraduate Learners through Agency

Michelle Blank, *Goshen College*

The world is out of control! That may be the sentiment many of us have had throughout these past few years, both in our lives and in our classrooms. Imagine regularly feeling that lack of control with regard to your own learning. Yikes! According to learning science research, this is where many of our students are. They have been conditioned to be compliant and follow the rules; not to engage in true learning, not to take risks, and certainly not to fail. What if we changed that? In this session, we'll build on the active learning strategies you are currently utilizing as a means of empowering undergraduate students toward becoming empowered adult learners with the agency to make decisions and the motivation that comes from creating. After exploring examples from both praxis and research, we will apply the principles of learner empowerment to design for agency through both learner and teacher decision-making and as motivation.

Room: Grand Ballroom D/E | For attendees who have some experience

TEACHING IN THE HEALTH SCIENCES

Do You Want Learners to be More Self-Directed? Help Them

Staci Saner, Russ Farmer, and Gerard Rabalais, *University of Louisville School of Medicine*

An underpinning of self-directed learning (SDL) is that learners are responsible owners of their learning process. Unfortunately, many faculty assume students/trainees already know how to be self-directed. This is not the case; most learners have been in teacher-directed environments most of their life. Faculty need to show learners in the health professions how to become self-directed, lifelong learners. This workshop discusses critical components of SDL and focuses on how faculty can promote SDL and teach it

to learners. We will include electronic polling software and small group discussions to identify concepts to help our learners become life-long learners. Participants in the workshop will: acquire skills to enhance their ability to help learners be more self-directed; learn how to use the tool of learning science to promote self-directed learning; and identify strategies to implement with learners to help them develop their SDL skills.

Room: Oak Alley | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

Invited Session **Engaging Students in Active Learning Experiences through the Use of Technology Tools**

Eleni Caldwell, *Wake Forest University*

Participants will engage with technology tools that have been proven in creating active learning experiences for students. Faculty should leave with a basic understanding of each technology tool and ideas to integrate the tools into their discipline. Exploration of examples will generate ideas for future use. During this session, participants will: dive into technology tools that can be used in remote, hybrid, or in-person settings; explore how to implement these technology tools to create active learning experiences; and collaborate on ways to integrate tech tools into their disciplines.

Room: Nottoway | For all attendees

12:00-1:00 PM

LUNCH

Plated lunch. Unless dietary restrictions were noted on registration, meals will include house salad, a roll, grilled chicken, a vegetable, a starch, and a dessert.

Room: Napoleon Ballroom

1:15-2:15 PM
20-MINUTE MENTOR SESSIONS

ROUND 1 (1:15-1:35 PM)

EQUITY, DIVERSITY, INCLUSION

What Trauma-Informed Teaching Strategies Effectively Support Higher Education Students?

Todd Finley and Patricia Anderson, *East Carolina University*

Eighty-five percent of college students have experienced one or more traumatic events in their lives (Frazier, 2009), ranging from neglect to substance abuse. The effect of trauma on many older adolescents is emotionally and academically detrimental (Harris, 2014), and includes "work avoidance, learned helplessness, and lack of self-efficacy" (Bohannon, Clapsaddle, & McCollum, 2019), as well as inconsistent work, poor or failing grades, distractibility, and isolation. Beyond identifying the signs of trauma-response behaviors and responding with support and empathy, professors can promote student resiliency through relationship-building exercises, verbal encouragement, promotion of anxiety-coping

strategies, and stabilization of learners' nervous systems through programs such as the Community Resiliency Model (CRM)®.

Room: Grand Chenier | For all attendees

FACULTY SUPPORT

How Can I Support Faculty and Graduate Students Writing a Diversity Statement?

Tina Huey, *University of Connecticut*

For many, writing a teaching philosophy statement, and especially a diversity statement seems daunting. Graduate students and their faculty mentors, as well as department heads, often rely on centers of teaching and learning to provide guidance to begin, elaborate, and complete the process. Faculty development workshops and consultations are sometimes the only space where reflection on teaching practices occurs, and often on an urgent time frame that presents challenges for the process of writing a diversity statement. Principles of coaching, reflective writing prompts, and guided reading of samples and rubrics will be shared. The session will also discuss the limitations of designing support for faculty and graduate students writing a diversity statement.

Room: Bayside BC | For all attendees

ONLINE TEACHING AND LEARNING

How Can Communities of Practice be Used to Improve Online Teaching and Learning?

Ann Marie Ade, *Embry-Riddle Aeronautical University*

This presentation will define Communities of Practice (CoPs) and discuss how they can be used to improve online teaching and learning in a variety of educational settings. Information will be shared on the CoPs that are currently being used to improve writing as part of Embry-Riddle Aeronautical University's Quality Enhancement Plan (QEP) Writing Matters. This session will also explore the benefits of CoPs and how they may work for others. Participants will take away: the definition and examples of CoPs; the positive impacts of CoPs on online teaching and learning; and an exploration of possible uses of CoPs at attendees' institutions.

Room: Grand Ballroom B | For all attendees

OUTSIDE THE CLASSROOM

How Can You Engage Students by Having Them Participate in Real-world Industry Outreach and Extension Projects?

Darryl, Holliday, *University of Holy Cross*

Professors are challenged with engaging their students to interact with the content and create their own knowledge. Research shows that effective teaching methods can stimulate student engagement which is associated with positive learning outcomes, retention, completion, employability, and post-graduation involvement. However, most engagement in the sciences at the undergraduate level is focused on classwork. With predominately research professors teaching courses, and most graduates working outside academia, there is a disconnect between theory, research application, and industry application.

Employers expect students to be able to apply their knowledge on the first day on the job. Our focus on out-of-the-classroom undergraduate engagement activities such as research, industry-funded projects, and a student-run business led to increased student success both in university and after graduation.

Room: Maurepas | For attendees who have some experience

PREPARING YOUR COURSE

How Can I Utilize a Four-Step Curricular Alignment to Improve Course Design?

Karen Gordes and Violet Kulo, *University of Maryland Baltimore*

This session will provide emerging faculty with an easy how-to framework for verifying the curricular alignment of their courses. The four-step process is grounded in the principles of competency-based education and backward curricular design. The first two steps will train faculty how to effectively evaluate if their learning objectives and assessments align with both course and program learning outcomes. Steps three and four will provide verification that course materials meet established accreditation standards and represent a longitudinal progression of learner competency, both of which are essential requirements of most health professions educational programs.

Room: Grand Ballroom A | For attendees who are new to this topic

STUDENT ENGAGEMENT

How Does Innovative Pedagogy Promote Engagement, Reflection, and Understanding of Diverse Perspectives?

Samantha Clifford, *Northern Arizona University*

Utilizing engaged pedagogy helps students connect their experience to academic material and make learning meaningful and relevant. Through intentional instructional strategies, a transformative education can occur, where perspectives of self and how we interact with the world are challenged and questioned. This leads us toward a better understanding of ourselves and the differences and similarities we ascribe to others. Through critical reflexivity, students can gain the ability to analyze the contextual and historical processes that contribute to personal reactions which impact behavior. In this session, participants will learn techniques for constructing reflexive prompts for their students, grading rubrics and other techniques to reduce grading load, and establishing a learning environment where collegial discussions can occur in relation to difficult topics.

Room: Borgne | For all attendees

STUDENT ENGAGEMENT

How Can Rubrics and Writing Conferences Help Engage Students with Empathy and Rhetorical Awareness?

Susan McDowall, *Central Community College*

Teachers often lament that they spend significant time responding to students, but they are unsure of the impact of those efforts. This session discusses how to rethink rubrics in conjunction with writing conferences to meaningfully connect with learners in ways that will help them develop their skill sets. Specifically, the rubric is reconsidered as a medium of student connection and reflection, while the writing conference sets cements this work.

Room: Grand Ballroom C | For all attendees

TEACHING IN THE HEALTH SCIENCES

How Can Game-based Learning be Incorporated into Virtual Simulation to Enhance Learning?

Natasha Nurse-Clarke, *Lehman College*, and Brenda Hernandez-Acevedo, *City University of New York*

Virtual Gaming Simulation (VGS) is an innovative technology in nursing education that combines simulation-based learning with game-based elements. VGS has the potential to improve students' engagement with simulation-based activities and enhance the overall simulation experience. The purpose of this presentation is to discuss the effects that VGS has on knowledge retention, student enjoyment, satisfaction, and confidence levels among undergraduate, pre-licensure nursing students. Furthermore, the presentation will address the central research question: What is the effect of VGS on knowledge retention, student enjoyment, satisfaction, and confidence level among undergraduate student nurses? Participants will understand that VGS: is a valid tool for teaching and preparing nursing students for the clinical environment; and can help students feel more confident and prepared before caring for actual patients.

Room: Oak Alley | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

How Can I Support Persistence for Community College Students Using Digital Annotation?

Madeline Ruggiero, *Queensborough Community College CUNY*

When community college (CC) students are engaged in active learning through social constructs such as the use of digital annotation tools in the classroom, they are more likely to persist. Research reveals that using digital annotation tools with assignments provides (CC) students with the academic and social integration needed to continue. The demographic profile in CCs consists of a majority of low-income students who are less likely to enroll in school full time due to familial and financial responsibilities, and therefore struggle to complete college. Studies show that students who feel they don't belong are the ones who do not persist with their studies. Attendees will gain ideas on how to engage students in active learning by using the social annotation tool Hypothesis. Creative assignments will be presented such as annotating the syllabus and online music lyrics.

Room: Nottoway | For all attendees

ROUND 2 (1:55-2:15 PM)

ONLINE TEACHING AND LEARNING

What Are Effective Practices for Designing Assessments in Online Learning Environments?

Violet Kulo and Karen Gordes, *University of Maryland Baltimore*

Assessment is a critical element of any teaching and learning environment. When developing assessments, instructors need to consider the purpose, scope, and content of assessments. The characteristics of face-to-face classroom assessment such as learner-centered, context-specific, and ongoing do not change when assessing learners in online and hybrid environments; however, they are implemented in different ways. Of utmost importance, instructors should ensure that their assessments are aligned, practical, reflective, iterative, and learner-centered (APRIL). This mentor session will provide the theoretical background and practices for designing effective formative and summative assessments in online and hybrid learning environments.

Room: Grand Ballroom B | For all attendees

OUTSIDE THE CLASSROOM

Collaborative Learning: Can You Build Culture through Student Clubs?

Barbara A. Manko, *Gannon University*

Many responsibilities come with being a teacher or professor beyond the work of communicating course content. Along with advising and mentoring, student well-being and engagement, and career and professional development, professors, instructors, and temporary faculty at the university level are responsible for activities outside of class and student social clubs. These social clubs have many positives that will be explored—such as fostering a sense of community, allowing for personal and professional development, and increasing retention rates. They are not without challenges in their implementation and execution, and a variety of factors must be considered to ensure success.

Room: Maurepas | For all attendees

PREPARING YOUR COURSE

How Can You Flip Your Class Without Extensive Time or Redesign?

Thomas Mennella, *Western New England University*

Flipped learning achieves deep student learning, increased student engagement, and improved student satisfaction. But it also takes a lot of time and preparation. Traditional flipped learning requires instructors to create videos and redesign their courses. In this session, I share what I call the "hybrid flip". By adding a few key assignments and repurposing how and when lecture-based instruction is used, instructors can reap the benefits of flipped learning by investing a fraction of the time and preparation. Participants will leave this session understanding the essential elements of flipped learning and with the tools needed to adopt a hybrid flipped approach for their courses. These include 'RSQ' assignments and tailoring existing lecture slide decks to address formatively assessed student confusion in real-time.

Room: Grand Ballroom A | For all attendees

STUDENT ENGAGEMENT

How Can I Increase Engagement by Teaching Students to Work Effectively in Teams?

Nirmani Wijenayake, *University of New South Wales*

Student engagement in learning can be enhanced via teamwork as it provides students with a sense of belonging at university. The success of teamwork is dependent on students knowing how to work effectively in a team. While most courses have team-based assessments, students are often not taught how to work in a team. Therefore, teamwork is consistently rated as one of the most disliked and stressful activities by students. To overcome this, a short program was developed to teach students how to work effectively in teams and build learning communities. The program seemed to have helped students form better connections with their peers from the beginning of the term, leading to better engagement in the course overall. Students are naturally more inclined to become competent at a task through teamwork as mastery occurs together and their sense of community grows over time.

Room: Grand Ballroom C | For all attendees

TEACHING IN THE HEALTH SCIENCES

Can Simulation-based Learning Replace Lectures to Foster Student Success?

Kelli D. Whittington, *Southern Illinois University Carbondale*

This 20-minute mentor session will describe the process the faculty at Southern Illinois University Carbondale have undertaken to transform the curriculum to a flipped classroom approach using simulation-based learning. Strategies for engagement, the need for formative and summative evaluation, and class session development will be shared and examined.

Room: Oak Alley | For all attendees

2:30–3:30 PM
CONCURRENT SESSIONS

ASSESSING LEARNING

Improving the Security and Quality of Online and Classroom-based Examinations

Alym Amlani and John Shepherd, *Kwantlen Polytechnic University*

Are you looking to create secure, rigorous, and consistent exams while reducing the time you spend grading? During our session, we'll share our experiences and design principles in how to develop collaborative, online test banks. You will learn how to leverage faculty expertise to create high-quality exams that test consistently across multiple sections whether in-person or online. We'll show you how to use performance data to improve key metrics like question discrimination and difficulty, while improving question grammar and clarity. We will share best practices and insights from our experience, and the literature you can use to develop new or improve existing publisher-supplied test banks. And with the help of generative AI tools like ChatGPT, you can efficiently develop test bank questions. Don't miss this opportunity to take your exams to the next level!

Room: Bayside A | For all attendees

EQUITY, DIVERSITY, INCLUSION

Invited Session Sharing Wisdom: Intentional Self-care as Educators of Color

Dar Mayweather, *University of North Carolina Wilmington*

The goal of this session is to provide a healing space for educators of Color and allies who are living/working in racialized spaces. This presentation opens an essential discussion for POC and allies that are navigating raceless pedagogy, frameworks, and theories, while constantly being on guard about one's own experiences and remaining engaged in supporting students. This is challenging and often discouraging for POC and allies. Through a discussion of race-centered theories and self-care, this presentation aims to refresh and empower educators of Color and allies to remain engaged in their work on campuses across the U.S. During this session, participants will: be exposed to theoretical research around Critical Race Theory and other racial education concepts; have a dialogue about positive and negative coping mechanisms associated with race; and learn strategies to communicate personal self-care needs and practices, while simultaneously caring for others.

Room: Grand Chenier | For all attendees

FACULTY SUPPORT

Transformational Coaching: Bridging the Gap in Professional Learning

Julia Osteen and Jaclyn Spivey, *Lipscomb University*

Catalyst Coaching was developed to promote educators' professional development through customized learning and transformational coaching. Research indicates the value of efforts, such as coaching,

that are responsive to faculty members' needs and reflective of higher education's ever-changing landscape. In this interactive session, attendees will learn about the evidence-based foundations and structure of the yearlong program. Data after the first year highlighted that participants experienced an increase in persistence, resilience, positive emotion, and happiness while negative emotions decreased; 90% returned for a second year of the program. Presenters will share reflections about the program and comments from participants, and attendees will walk away with a model for faculty coaching in higher education.

Room: Bayside BC | For all attendees

ONLINE TEACHING AND LEARNING

Online Peer Tutor's Effect on Student Learning

Van Carpenter, *South University*

Peer tutoring has been demonstrated to be effective across nearly all modalities of teaching and learning. Quantitative research confirms this, but why? What is it that makes a good practice? What theories are in play? What can be done to make it better? What practices will make sure it is successful? This presentation will aim to demonstrate what students get out of peer tutoring. It will demonstrate what makes peer tutoring work. Finally, it will interact with the relevant educational theories and demonstrate how they may be applied across the broader field of online education.

Room: Grand Ballroom B | For all attendees

OUTSIDE THE CLASSROOM

The Mindful Educator: How and Why We Practice

Taryn Greig and Sarah Duncan, *Kwantlen Polytechnic University*

Cultivating a regular meditation practice has been shown to enhance focus, reduce stress, and increase compassionate action. Given these findings, mindfulness meditation can be a powerful tool to support educators in performing their roles. While many of us have heard the terms meditation and mindfulness before, we may still be left wondering what these practices involve and how they are relevant to the work that we do. This session will draw on research in this area, along with the facilitators' own personal experience, to explain why making meditation a habit can improve your classroom experience and that of your students. Participants will be given an opportunity to experience the benefits of meditation and mindfulness directly through guided practice and will leave this session armed with practical tools to cultivate mindfulness daily.

Room: Maurepas | For all attendees

PREPARING YOUR COURSE

Creating Online Orientation Modules for Your Courses: A Hands-On Approach

Danielle Harris and Michelle Baker, *Penn State University*

Have students ever asked you a question whose answer was included in the syllabus? Or said they couldn't find course materials for an assignment? A solution to these issues is the Student Orientation

Module. Research has shown that easy-to-navigate courses are associated with better student engagement and overall success. A well-organized student orientation module can create a strong first impression of a course for students, put important course resources at their fingertips, communicate course expectations, and reduce anxiety students feel when beginning a course. In this session, participants will learn how to build an effective student orientation module that can be used for an online course or a face-to-face class with an online course site. By the end of this session, participants will have an outline for a student orientation module they can build for one (or more!) of their courses. Participants will also have access to resources for building a student orientation module.

Room: Grand Ballroom A | *For attendees who are new to this topic*

STUDENT ENGAGEMENT

20 +1 Best Practice Activities for College Freshmen

Nancy Linden, *Savannah State University*

Participants will learn how to engage college students with twenty or more best practice activities for today's classroom. The most important takeaways from this session are the use of cell phones, instant gratification, and rewards while learning new concepts from the college lecture. This is a fast-paced presentation session that will demonstrate engagement while learning, so participants will have both content knowledge and experience.

Room: Grand Ballroom D/E | *For all attendees*

STUDENT ENGAGEMENT

De-centering the Instructor: Addressing Disengagement by Sharing Power with Students

Sarah Rutherford, *Cleveland State University*

Is the way we teach giving students silent permission to disengage? Instructor-centered models of teaching undermine student learning because they invite students to misplace the responsibility for their own learning on the instructor. How we teach is connected to how we hold power in the classroom. If your students are disengaged, showing limited interest in homework, having trouble following directions, or are frequently absent, examining how you exert control in the classroom might open new solutions to bring students more fully into the learning environment. Through personal reflection and group activities, participants in this session will examine classroom power dynamics through the lens of critical pedagogy and discuss how evidence-based teaching strategies like active learning, ungrading, and curriculum co-creation can be implemented to engage students by sharing power.

Room: Borgne | *For all attendees*

TECHNOLOGY TOOLS FOR TEACHING

Invited Session Support Student Learning through Podcasts and Video Tutorials

Robb Beane, *William Penn University*

Do you have an online library of video and podcast tutorials for your students? If the answer is 'no', you can learn how to do both during this session. With podcasting and video tutorials becoming ever more present in the fabric of our lives, their use in academia is still restricted mostly to the occasional assignment or suggestion. There are countless benefits to the use of asynchronous interactive educational tutorials by instructors for students. As instructors look to develop and include online tutorials in their repertoire of knowledge and skills, what does it take to create and publish both podcasts and video tutorials for use in their courses? The base from which all tutorial use should start is course standards and pedagogy. With only two tools, you can create your own online learning library of tutorials. Through the use of anchor.fm and screencast-o-matic, you can build a library of resources that your students can access at any time.

Room: Nottoway | *For all attendees*

TECHNOLOGY TOOLS FOR TEACHING

Building Community with a Social E-Reader

Staci Saner, Laura Weingartner, and Russ Farmer, *University of Louisville School of Medicine*

Engaging learners is critical to build community and motivate learning in asynchronous online courses. This session introduces participants to Perusall, a free online social reading platform where learners interact by collectively annotating assignments with questions and responses to classmates. Group engagement in course materials creates intrinsic social motivation and increased accountability for students to complete assignments. Instructors who use discussion boards can also use social e-readers instead to allow learner reflection throughout the content (versus only answering summary questions). After this session, participants will be able to: discuss how intrinsic motivation is created by collective engagement in coursework; identify how they can incorporate a social e-reader into their teaching; and annotate and respond to learner comments within the Perusall platform.

Room: Oak Alley | *For all attendees*

3:45–4:45 PM
EXHIBITOR SPOTLIGHT SESSIONS

Exhibitor Spotlight: Engaging Your Students with Real-time Learning

Aaron Warnock, *Pearson North America*

Learning Catalytics allows your student to engage with the content of your course live during class, creates peer-to-peer learning, and helps you know how to proceed based on their current level of understanding. Join us to learn how to begin using this effective engagement tool in your MyLab® and Mastering courses.

Room: Grand Ballroom C | For all attendees

Magna Quest: A Pathway to Transformative Teaching

Karin Van Voorhees, *Magna Publications*

For 50 years, professional development programs from Magna Publications have helped faculty become better teachers. Today, our faculty professional development is a dynamic, engaging, and meaningful learning experience that directs thinking, behavior, and action toward transformative teaching. In this session, Magna's editorial director will present a new way of learning with our products—a guided development plan for classroom teaching, active learning, online teaching, inclusive teaching, and career development. After the presentation, there will be time for conversation and feedback. This session is for anyone responsible for faculty education and development.

Room: Grand Ballroom D/E | For all attendees

SUNDAY, JUNE 11

7:30–8:30 AM

Breakfast

Continental breakfast: egg sandwiches w/ cheese, turkey sausage, dry cereal, breakfast breads and bagels, assorted yogurts, homemade granola, hard boiled eggs, fruit, milk, coffee, tea, and coffee.

Room: Napoleon Ballroom | For all attendees

8:45–9:45 AM
CONCURRENT SESSIONS

ASSESSING LEARNING

Developing Student Feedback Literacy Using Authentic Feedback Spirals

Frederique Laubepin, *University of Michigan*

The shift toward authentic and learner-centered education has prompted educators to reexamine feedback practices and consider student feedback literacy as a competency in its own right. This session will discuss the development of student feedback literacy in a Public Health graduate-level online course through the implementation of authentic feedback loops and spirals. We will highlight the importance of integrating feedback literacy into course learning outcomes and framing it as such for the students; focusing on authentic practice; and using loops or spirals to provide opportunities to practice and deepen both feedback skills and disciplinary knowledge.

Room: Bayside A | For all attendees

EQUITY, DIVERSITY, INCLUSION

Enhance Inclusive Teaching with Trauma-Informed Pedagogy

Karen Gordes and Mary Jo Bondy, *University of Maryland Baltimore*

We must recognize that our students do not live in an education bubble, nor do they come to higher education with a clean slate. Many have experienced trauma, particularly, our students from marginalized communities. This session will provide an overview of the connection between trauma, re-traumatization, and its impact on student learning, engagement, and performance. Participants will be provided the foundations of trauma-informed pedagogy (including a review of the six trauma-informed principles adapted for higher education) and an academic tool kit on how to generate an inclusive, trauma-informed learning environment designed to support learners across the continuum of trauma experiences, particularly trauma experienced from biased and discriminatory cultures.

Room: Grand Chenier | For all attendees

EQUITY, DIVERSITY, INCLUSION

Advancing Equity in Every Class: Practical Course Design and Teaching Strategies

Flower Darby, *University of Missouri*

Equity-minded teaching can be defined as evidence-based course design and teaching strategies, which, when paired with critical self-reflection, help all students have an equal chance to succeed in any class, especially historically under-served students. Based on The Norton Guide to Equity-Minded Teaching (2022) this session will

present theory and practical tips that follow the cadence of how we teach: design strategies for before the term, day-to-day approaches to enact during the term, and reflections to engage in throughout and after the term. Whether you teach in person, online, or some combination of both, you'll gain small yet impactful approaches you can implement in your next class.

Room: Nottoway | For all attendees

FACULTY SUPPORT

Invited Session Maximizing Your Communication Toolkit: Tools from Positive and Cognitive Psychology

Shannon Scott, *Texas Woman's University*

Communication is an essential skill to develop community, address conflict, and motivate others. In this interactive session, we will identify specific techniques from cognitive and positive psychology that can help you to approach communication, even difficult communication, using a strengths-based, positive approach. The audience will practice skills such as active-constructive responding and active, empathic listening. The audience will also practice providing negative feedback positively, making an action request, and setting boundaries. At the end of this session, the audience will be able to utilize listening strategies; identify a boundary response plan; create a positive action request; and provide negative feedback positively.

Room: Bayside BC | For all attendees

ONLINE TEACHING AND LEARNING

Advisory Board Session Hey Alexa, Help Me Promote a Sense of Belonging in My Online Classroom

LaQue Thornton Perkins and Khalilah Louis Caines, *Saint Leo University*

Recently, there has been a greater emphasis on creating a sense of belonging for students in higher education. A sense of belonging is related to a student's perceived connectedness throughout their educational experience and is associated with increased student engagement, achievement, and retention in higher education. Online educators are tasked with identifying innovative ways to promote a sense of belonging in their classrooms. While the online classroom may present some challenges to student engagement and connection, there are also opportunities to leverage technology to promote a sense of belonging in online classes. Pedler, Willis & Nieuwoudt (2022) found "that university students with a higher sense of belonging reported higher motivation and enjoyment in their studies whereas students who reported lower levels of belonging reported lower levels of motivation and enjoyment" (pg. 2). The presenters will share lessons learned from incorporating technology in undergraduate and graduate online courses to increase student and faculty connectedness. Attendees will engage in an interactive discussion to further identify practical ways to utilize technology to promote a sense of belonging in the online classroom.

Room: Grand Ballroom B | For all attendees

OUTSIDE THE CLASSROOM

Project STARs: Strategies to Achieve Results in Performance/ Retention

Mindy Barna and Christi Glesmann, *College of Saint Mary*

The purpose of this project was to address educational disparities, inclusivity, student performance and experience, and retention. The STARs approach empowers first-year students through a sense of belonging, success advising, an academic support course, and wrap-around services. Project STARs created a pathway to connect with students earlier and more frequently. Alongside Project STARs, was the development of Project BOLD (Belonging, Overcoming obstacles, Leadership development, Debt-free). At this time, Project BOLD has received grant money to support our Student Success Advisors and provide 100 nursing scholarships. In sharing our experience, we hope to assist others in decreasing inequality and educational disparities, while increasing academic student performance, retention, and the student experience.

Room: Borgne | For all attendees

OUTSIDE THE CLASSROOM

Empowering Students to Reach their Potential: A Mentoring Program

Tatiana Pashkova-Balkenhol and Kerrie Farkas, *Millersville University*

How do you develop a quality mentoring program that enables students to take ownership of their learning experiences, take risks, and grow both personally and professionally? Join us for an interactive session that discusses innovative and effective mentoring approaches based on recent literature and our eight-year longitudinal study of 40 student interns where we built a mentoring program that fostered student growth by providing the structure and support needed to allow them to step out of their comfort zones, take initiative, and take ownership of their roles. At the end of the session, participants will be able to: explain best approaches for mentoring; compile a collaboratively shared toolkit of mentoring techniques; and develop a Big Idea, SMART goal, and action plan to implement mentoring initiatives in their own institutions.

Room: Maurepas | For all attendees

PREPARING YOUR COURSE

Supercharge Your Slide Deck for Student Learning

Jeremy Rentz, *Trine University*

All the world's a stage, particularly your classroom, where slides can set the stage, provide drama, and sing backup vocals. Unfortunately, most educators do not know how to take full advantage of slides for their student audience. Further, many are unaware that their current slides could actually hinder student learning. Fortunately, impactful, student-focused slides can be generated or quickly modified using a few simple principles that incorporate a little brain science. For teachers who primarily handwrite notes,

supercharged slides could bring even more dramatic results to your students, reducing student cognitive load associated with all the notes on the board, providing context for new ideas with pictures, and exploiting dual coding to reinforce learning.

Room: Grand Ballroom A | For all attendees

STUDENT ENGAGEMENT

Engaging Instructional Strategies to Meet the Needs of Neurodivergent Students

Elizabeth Lapon and Leslie Buddington, *Franklin Pierce University*

How can faculty best support and meet the needs of neurodivergent students? This session introduces participants to instructional strategies and best practices that promote engagement through classroom-based activities and meaningful discussion. Participants will learn the initial results of a study that sought to investigate if teaching strategies for special education students increased faculty self-efficacy to meet the needs of neurodivergent college students; to examine college faculty's evolving beliefs and attitudes about neurodivergent students; and to examine the results of implementing best practice special education strategies on the collegiate level. Participants will experience several of these activities and strategies which they can implement in their classrooms and will build their self-efficacy when working with neurodivergent students.

Room: Grand Ballroom D/E | For all attendees

TEACHING IN THE HEALTH SCIENCES

Improve Critical Thinking in the Clinical Learning Environment

Staci Saner, Russ Farmer, and Gerard Rabalais, *University of Louisville School of Medicine*

Faculty teach in lots of venues, such as classrooms, group settings, bedsides, and clinics. Clinical faculty teach while providing care for patients accompanied by learners in inpatient and outpatient settings. Learning science has given us well-described teaching strategies that facilitate learning in the classroom setting, but how should we incorporate these while teaching during patient care responsibilities? This session is designed to guide the clinician-educator to ask strategic questions and help the learner develop and utilize critical thinking skills. Participants will: use a guide of educational tools, specially designed for busy clinician-educators, to practice strategic questioning skills; describe how they will implement learning strategies at their institution; and develop an implementation plan for their faculty that serve in supervisory patient care roles in inpatient and outpatient settings.

Room: Oak Alley | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

Advisory Board Session Integrating Technology to Transform the Learning Environment

Tywana Chenault Hemby, *Voorhees University*

The technological ground of the educational landscape is constantly shifting. As such, educators must find easy and engaging ways to utilize technology in the classroom to better meet the needs of our students. This workshop will provide simple ways to transform the learning environment by enhancing your current content and supporting your student learning outcomes. Get ready to explore ways to integrate technology based on Bloom's Digital Technology and learn how a small liberal arts university is putting the "V" in virtual reality in the classroom.

Room: Grand Ballroom C | For all attendees

10:00–11:00 AM
CONCURRENT SESSIONS

ASSESSING LEARNING

Designing Assessments with the Intent of Informing Instruction

Nichole Barta, *Gonzaga University*

This session describes how to design an assessment to measure whether students are achieving learning outcomes. Effective assessments promote self-regulation and self-evaluation, produce data that identify areas of growth, and allow instructors to provide meaningful feedback to students. We will describe and discuss how to make instructional moves based on assessment data. Session learning outcomes include creating assessments that will measure students' progress toward learning outcomes; explaining how to use assessment data to provide meaningful feedback to students that results in greater academic achievement; and demonstrating how assessment data can inform decisions in teaching and learning.

Room: Bayside A | For all attendees

EQUITY, DIVERSITY, INCLUSION

Decolonizing the Curriculum

Samina Hadi-Tabassum, Crystasany R. Turner, Penny Smith, and Lilly Padia, *Erikson Institute*

This interactive workshop highlights strategies to enact equity in collective teaching and learning contexts. Participants will analyze key elements of decolonizing the college classroom, including decolonizing infographics, unpacking educator positionality and nurturing reflexivity, and modeling the practices we preach for PK–12 settings in higher education classrooms and learning communities. The workshop will introduce considerations for curricular planning, classroom environments (both virtual and

physical), interpersonal dynamics, critical analysis of data and theoretical frameworks, and co-learning stances for educators interested in working towards decolonizing epistemologies.

Room: Grand Chenier | For all attendees

EQUITY, DIVERSITY, INCLUSION

Invited Session A Time for Action: Empowering Trans-Spectrum College Students

Jonathan Howle, *Columbia University*

This session is a call to action for higher education professionals to take meaningful action in order not to just support—but empower—trans-spectrum students in 2023. We are still in an era of "lots of talk and no action." This session will provide some specific steps forward to empower college students at all levels. Participants will discuss implications from the latest research on trans-spectrum students' experiences in colleges across the United States; identify specific strategies they can utilize to make their courses and campuses more inclusive of trans-spectrum students; and will design a plan to bring Campus Pride Index to their campuses or improve their current Campus Pride Index rating.

Room: Nottoway | For all attendees

FACULTY SUPPORT

Invited Session A Teaching Effectiveness Framework for Faculty and Student Success

Jennifer Todd and Tonya Buchan, *Colorado State University*

Developed at The Institute of Learning and Teaching at Colorado State University, the Teaching Effectiveness Framework (TEF) is comprised of seven essential, interrelated domains of effective teaching practices—for face-to-face and online instruction—each grounded in the scholarship of teaching and learning. This workshop will guide you in defining student success and aligning it with your or your institution's definition of instructor success. Participants will leave this workshop with a personal plan to focus their own teaching efforts to support student success and their own teaching success. At the end of this workshop, you will be able to: define student success for their course; identify elements of your own success as an instructor; use the TEF to choose a focus for professional development; be familiar with the online resources of the TEF Toolkit.

Room: Bayside BC | For all attendees

ONLINE TEACHING AND LEARNING

Evaluation of Student Engagement in a Large, Asynchronous Online Course

Paul Sale, *The University of Texas Rio Grande Valley*

Most recently, technologies have been developed to increase interaction with peer students, instructors, and the course content. The purpose of this presentation is to present a mixed methods evaluation of student engagement in a large, asynchronous online course. An evaluation of 2,200 student Perusall annotations from a large, asynchronous research methods course will be presented. Participants will: examine the Perusall annotation platform; gain a better understanding of student interaction patterns; and participate in a discussion regarding student engagement in online platforms.

Room: Grand Ballroom B | For all attendees

OUTSIDE THE CLASSROOM

Mentoring with Accountable Grace: The Silver AG Effect

Ashanti Bryant Foster, *Prince George's Community College*

Students are responsible for completing assignments on time and reaching out when they need support. However, research has shown that students with anti-social concerns aren't accessing the available resources. During the pandemic, flexibility and grace were extended across campuses nationwide for both faculty and students. Now that many campuses are returning to near-normal conditions, Accountable Grace (AG) is necessary. AG is the delicate balance of grace and accountability for self and others and shares many of the characteristics that faculty, staff members, and students need to fully support student success. In this workshop, participants will: explore Ag- The Silver Effect; reflect on current practices; and practice the Silver Effect with real-time feedback.

Room: Maurepas | For all attendees

PREPARING YOUR COURSE

Planning Your Course with Creativity and Integrity: No More Plagiarism!

Martine Peters, *Université du Québec en Outaouais*

Are you fed up with students plagiarizing? Since the beginning of the pandemic, the number of cases of plagiarism has exploded. Some students have taken the easy way out and have copied and pasted a little, or even a lot… Have you felt powerless and frustrated in the face of this phenomenon? To prevent plagiarism, academic integrity must be at the heart of course planning. In this session, we will discuss the various roles you can play to foster integrity and creativity among your students. Various concrete actions will be suggested to help you rethink your teaching and assessment strategies. Activities will focus on modifying assignment instructions and rubrics to prevent plagiarism. Participants are encouraged to bring the instructions and rubric for one of their assignments to apply the practical tips discussed in the session. Several resources will be offered to participants.

Room: Grand Ballroom A | For all attendees

TEACHING IN THE HEALTH SCIENCES

Advocacy Project: Systems Level Service Learning in the Health Sciences

Sita Patel and Alinne Barrera, *Palo Alto University*

Service learning is a pedagogical approach that strengthens engagement and social commitment. The Advocacy Project

is a policy-level service learning approach used in a Clinical Psychology doctoral course on Mental Health Disparities. The project includes experiential training in how to conduct policy advocacy, partnership with a local organizations, investigation and selection of a current proposed piece of legislation, and direct face-to-face contact with a legislator to advocate the issue. Content analysis of qualitative course evaluation data suggests that students found the Advocacy Project to be "expansive… engaging…innovative…boosted confidence about the impact we can have." This presentation will demonstrate why policy-level service learning is valuable in helping students develop a systemic perspective and skill set in health sciences.

Room: Oak Alley | For attendees who are new to this topic

TECHNOLOGY TOOLS FOR TEACHING

Advisory Board Session Video is Here to Stay: Learn More About Edpuzzle and Flip to Engage and Assess

Madeline Craig, *Molloy University*

This session will focus specifically on two educational technology tools that help make video a more interactive and engaging experience to assess your students' learning. Video is becoming more commonplace in so many aspects of our lives. Edpuzzle and Flip are two ed tech tools that integrate into your Learning Management System and can be used to engage your learners and assess learning outcomes in your course. Come to this session to experience these tools from the student's perspective and then sign up for an educator account. We will also share ideas on how to effectively integrate these tools into your courses.

Room: *Borgne | For all attendees*

TECHNOLOGY TOOLS FOR TEACHING

Using Technology to Enhance Teaching and Learning

Natasha Nurse-Clarke, *Lehman College, CUNY*

The use of technology has become increasingly important in recent years making it even more critical for educators to find ways to incorporate it into their teaching. Technology can be used in a variety of ways to enhance learning, including providing access to information and resources, helping students learn problem-solving skills, and facilitating communication. In addition, using technology can help make learning more fun and engaging for students. In this session, we will explore the various technology tools that can be leveraged to enhance teaching and learning. The presenter will provide a pedagogical framework for choosing and using technology in education and a "Teaching with Technology Toolkit" that will provide the foundational tools to get you started. Whether you are a tech-savvy educator or someone who is just getting started with using technology, this session is for you!

Room: *Grand Ballroom C | For all attendees*

11:15 AM–12:15 PM

PLENARY PRESENTATION

Classroom Practices to Foster Free Expression, Academic Inquiry, and Democratic Engagement

Leila Brammer, *University of Chicago*

Discourse rests at the nexus of the entangling of academic inquiry, freedom of expression, democratic practices, and civic education. The classroom provides a potent laboratory for inquiry, where students practice and develop capacities to seek and engage multiple perspectives and to test and refine ideas. This presentation provides an understanding of discourse, as well as models and practices to embed in the classroom to foster robust, inclusive, and productive discussion about, with, and across differences and disagreement.

Room: Napoleon Ballroom | For all attendees

12:15-1:15 PM

LUNCH

Boxed lunches - feel free to eat in the ballroom or grab and go. Boxes will include a sandwich, chips, and a cookie.

Room: Napoleon Foyer | For all attendees

EXHIBITORS

Exhibitor tables and resources will be on display in the Napoleon foyer. We encourage attendees to stop by to see what is available between sessions, or during meals and the reception.

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Faculty Focus through its free e-newsletter and dedicated website publishes articles on effective teaching strategies for the college classroom—face-to-face, online, blended, and flipped.

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The Teaching Professor Membership is an annual membership that reflects the changing needs of today's college faculty and the students they teach. This online publication includes great articles and practical, evidence-based insights about teaching and learning. www.TeachingProfessor.com

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TOP 5 TIPS FOR NETWORKING

Networking at a conference can be a valuable opportunity to meet new people, establish connections, and expand your professional network. Here are five tips to help you make the most of your networking experience:

1. **BE PREPARED AND SET CLEAR GOALS**
   Before attending the conference, identify your goals and objectives for networking. Determine the type of professionals you want to connect with, specific information or advice you seek, or potential collaborations you're interested in. Having a clear plan will help you focus your efforts and make meaningful connections.

2. **APPROACH WITH A GENUINE AND FRIENDLY ATTITUDE**
   When initiating conversations, be approachable and friendly. Smile, maintain eye contact, and introduce yourself with confidence. Show genuine interest in the other person and actively listen to what they have to say. Networking is about building relationships, so make a positive impression by being authentic and friendly.

3. **HAVE A CONCISE ELEVATOR PITCH**
   Prepare a brief, compelling introduction that highlights your background, skills, and interests. This elevator pitch should be concise, engaging, and tailored to the context of the conference. It helps to make a strong initial impression and gives others a clear understanding of who you are and what you bring to the table.

4. **BE A GOOD LISTENER AND ASK THOUGHTFUL QUESTIONS**
   Engage in meaningful conversations by actively listening to the other person. Ask open-ended questions that demonstrate your interest in their work or experiences. This approach not only helps you learn more about them but also encourages them to open up and feel valued in the conversation. Remember, networking is a two-way street, so aim for balanced exchanges.

5. **FOLLOW UP AND NURTURE RELATIONSHIPS**
   After the conference, take the initiative to follow up with the individuals you connected with. Send personalized emails or LinkedIn messages, expressing your gratitude for the conversation and mentioning something specific that you discussed. Maintain regular contact with your network by sharing relevant resources, attending industry events, or scheduling follow-up meetings. Nurturing these relationships over time can lead to collaborations, career opportunities, or valuable professional advice.

Remember, networking is about building mutually beneficial relationships, so strive to contribute value and foster genuine connections.

CONVERSATION STARTERS

- Is this your first Teaching Professor Conference?
- What did you think of that last speaker?
- What sessions are you thinking of going to? I thought [name of session] looked interesting.
- What do you enjoy most about teaching conferences?
- What have been the best things you've learned here so far?
- Which of the speakers has been most enjoyable for you so far?
- Have you been to New Orleans before
- Have you been able to do anything fun outside the hotel yet?/ Do you have plans for any fun activities while you're in town?
- What is your biggest classroom challenge right now?

MAKING THE MOST OF YOUR CONFERENCE EXPERIENCE

UTILIZE ADVISORY BOARD MEMBERS AND AMBASSADORS

They have years of experience attending the conference and can offer tips and suggestions from their perspectives as presenters and attendees. They can offer a wealth of knowledge on the conference, act as a liaison between conference attendees and staff, and are welcoming to anyone looking for someone to sit with at meals.

ATTEND WITH PURPOSE

Write down 3 to 4 high level objectives you hope to achieve and pay attention to whether you are making progress towards them throughout the event. Also, jot down some concrete objectives you hope to achieve in each session along with questions you may want to ask.

CHOOSE THE RIGHT SESSIONS

Set a goal for what you'd like to learn at the conference, and use the agenda to devise a plan specifically tailored to that goal. Make sure to attend a range of topics, skill-building sessions, and social events.

If you find yourself in a session that isn't quite what you thought it was going to be, we encourage you to leave and go to a different one that better meets your goals. We want attendees to get the most out of all that's available.

REMEMBER WHAT YOU LEARN

Collect your notes and information in a way that makes it easy to access when you return to the office. Write down the three key takeaways for each session you attend and any follow-up you want to do on the topic.

CONNECT WITH THE SPEAKERS

Presenters at the Teaching Professor Conference are knowledgeable and collaborative. Don't be afraid to ask questions or hang around after a session to say hello, tell them you loved the presentation, and grab their business cards. If you don't get a chance to ask your question in person, you can always follow up by asking them via email or on social media.

NETWORK, NETWORK, NETWORK

Whether it's in a formal networking session, in between sessions, during a meal, or exploring the city in the evening, make sure to speak with the other attendees and presenters. Exchange business cards, connect on social media, and chat in person.

Pro Tip: After speaking with someone who you meet, jot down some key points while they're still fresh to help remember who they are/ what to follow up on. When we write things down, it helps us retain more information as the act itself triggers a higher degree of concentration.

KNOW THE SPACE

Familiarize yourself with the conference space by looking over the floorplan. When you know where things are and where you're going, it's easier to relax, focus on learning, and meet people.

CONNECT ON SOCIAL/USE THE EVENT HASHTAG

Searching the conference hashtag is a great way to find out who else is at the conference and learn about sessions that might not otherwise catch your eye. Live-tweeting the conference is a way to connect with other attendees, discuss sessions in real time, and share tips with other attendees and information with people who weren't able to attend. This is also a great tool for introverts to feel connected. #TPC23

MAKE YOUR OWN MEETUP

Everyone wants to socialize, but few are willing to take the lead. Nearly everyone needs to eat and wants to make new friends over drinks, they just need an invite or a nudge. Try to set yourself up with a plan early in the day: ask people you meet in sessions what their plans are. Tell those you connect with to meet at a set time in the lobby and walk to a nearby restaurant for dinner. It's an easy plan, easy to remember and low commitment.

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